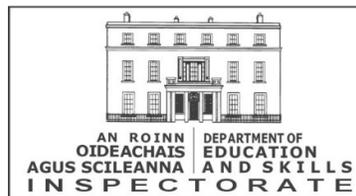


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Saint Brendan's National School
Loughshinny, County Dublin
Roll number: 16844S

Date of inspection: 27 November 2015



Date of original inspection¹	15 January, 2014	Type of original report	WSE-MLL	Date of FT inspection	27 November, 2015
Report published	Yes				
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with principal Meeting with relevant teachers Observation of teaching and learning Interaction with pupils Review of school documentation and records and pupils' work					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
Tá scóip chun forbartha i ngnéithe den Ghaeilge go mórmhór maidir le éispéiris sa leitheoireacht agus tuilleadh leanúnachais a chinntiú thar na snáitheanna. <i>There is scope to develop aspects of Irish particularly in terms of pupils' experience of reading and further continuity across the strands of the curriculum.</i>		Very good progress Tá scéim fhiúntach deartha ag an scoil. Leiríonn an scéim seo go soiléir conas a fhobraíonn ábhar teanga ó rang go rang. Is léir go bhfuil an scéim seo in úsáid ag na múinteoirí agus go bhfuil an t-ábhar ar eolas ag na daltaí. Sna ceachtanna ar a breathnaíodh, bhí struchtúr cinnte ag gabháil leis na ceachtanna seo. Tá cumas breá ag na daltaí a n-abairtí féin a struchtúru, a léamh agus a scríobh ar chaighdeán maith. <i>A worthwhile scheme has been developed by the school itself. This scheme illustrates clearly how language content is developed from class to class. It is clear that this scheme is being implemented by teachers and that the content is known by the pupils. In the observed lessons, there was a clear lesson structure. The pupils have a good ability to structure, read and write their own sentences at a good standard.</i>			
Attention should be paid to establishing an agreed understanding of good quality planning and preparation informed by the very good practice evident in many settings.		Partial progress All teachers prepare short-term plans that indicate content to be taught in general terms. However, there remains a need for planning to include more detail in relation to how varying pupil ability levels will be addressed. It is not evident that there is an agreed understanding as to how this should be achieved. Practical preparation for the observed lessons was very good and all classrooms presented as ordered learning environments, with useful classroom displays to stimulate and consolidate learning.			
There is scope for the local dimension to figure more prominently and systematically in the school's implementation of the curriculum.		Good progress The school has devised a sequence of projects to be undertaken by each class, focusing on personal and local studies. These are displayed in the school hall on an on-going basis. The details and content of such projects should be recorded in the school plan for these curriculum areas.			
While the quality of lesson delivery in support settings is very good, there is scope to develop and individualise support provision further including the additional attention paid to more able pupils.		Good progress The NRIT (Non-Reading Intelligence Test) has been introduced to establish ability levels more clearly. Different grouping arrangements have been introduced to challenge the range of ability levels. Challenges are set for particular pupils who are encouraged to record their engagement with these challenges through blogs. However, to optimise the impact of these activities on pupils' learning generally, an agreed understanding needs to be			

¹ Date on cover of original inspection report

	established among teachers as to how these activities can be underpinned by clearly-identified learning objectives and recorded in teachers' short-term planning.
Summary of findings	
Very good progress has been made with regard to the development of a scheme for Irish, which very effectively defines progression in language content from class to class. Good progress has been made with regard to enhancing the local dimension in the school's provision for Social, Environmental and Scientific Education and addressing the needs of more able pupils. Partial progress has been made with regard to developing short-term plans that clearly detail anticipated learning outcomes for the range of pupil ability levels.	
Recommendations	
<ul style="list-style-type: none"> • An agreed approach to planning for the range of pupil ability levels is still required. • The details and content of the local dimension projects being undertaken at all class-levels should be recorded in the school plan for these curriculum areas. 	

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of Management and staff welcome the very positive report and recognition of the progress made on the recommendations from the original WSE MLL. The Board wishes to acknowledge the cooperation of management, staff, parents and students which made this progress possible.

We are particularly pleased with the recognition of the very good progress made in implementing our new Gaeilge initiative which has been very successful, enjoyable and enhanced by the whole school community getting on board in a positive and enthusiastic manner. We also welcome the positive report in relation to the development of our local dimension and the quality of lesson delivery in the support settings of our school.

The school community aspires to continue to enhance all aspects of our school environment with a particular focus on teaching, learning, planning and cooperation with all the partners in our school community.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

We would like to confirm that we have engaged fully in tackling the recommendations in this report and are constantly endeavouring to develop, enhance and strengthen the learning experiences for the children in our school. We are currently working on updating our short term planning template which is under constant review, with the recommendations of this review firmly in mind.

We will continue to develop our planning strategy and work together to detail the anticipated learning outcomes for the range of pupil ability levels. Having successfully responded in a positive way to the recommendations of the original report we will now focus on this remaining short term planning area and would hope to have this up and running for the 2016/17 school year. In relation to our local dimension in the area of S.E.S.E. we will add our project work each year to our plan and therefore make this part of our local dimension going forward.

Once again we would like to acknowledge all the ongoing work in relation to this WSE MLL process and the follow through report. We will continue to work together to create a unique atmosphere for learning for all our students and look forward to using these recommendations as part of our improvement plan for next year and the years to come.